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ABSTRACT

Writing, one of the three r's, must receive major emphasis in teaching-learning situations. Writing should permeate all curriculum areas. Both practical and creative writing need adequate emphasis. The student should be involved in selecting objectives, learning opportunities, and appraisal procedures. The writing teacher then becomes a guide, stimulator and resource person. Creative writing must place adequate emphasis on the poetry facet of the curriculum. The teacher needs to read orally to learners diverse kinds of poetry. Students should then have adequate chances to read these same kinds of poetry. Also, students need to experience that which is understood and comprehended. Rote learning and memorization do not harmonize with creative endeavors. Learners must make sense from what is being studied. For example, if students are studying the writing of tall tales, they must realize what encompasses this type of creative writing from other kinds of prose. Further, to develop interest in writing, the teacher must use procedures in teaching which cause students to attend and establish set. The learner and the curriculum must become one and not separate entities. Some possible exercises are the following: (1) students brainstorm a superhuman person by viewing an illustration showing a person at work; (2) students tell about a task that seemed impossible to complete; (3) students explain how in supernatural ways the task was completed. Rural school pupils need to attain optimally in the writing curriculum. (TB)

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THE WRITING CURRICULUM IN THE RURAL SCHOOL

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Writing, one of the three r's, must receive major emphasis in teaching-learning situations. Writing should permeate all curriculum areas. Both practical and creative writing need adequate emphasis. The student should be involved in selecting objectives, learning opportunities, and appraisal procedures. The writing teacher then becomes a guide, stimulator, and resource person.

Creative Writing

Creative writing must place adequate stress upon the poetry facet of the curriculum. The teacher needs to read orally to learners diverse kinds of poetry. Students should then have adequate chances to read these same kinds of poetry, depending upon the lesson or unit being taught. For example, if students are studying poetry that contains syllabication, the teacher may read tanka (5-7-5-7-7 syllables for each of five lines of verse). Students then need to read tanka poems. They must notice distinguishing features of tanka. Purposes should be established within learners for writing . Purposes assist students to perceive the values of learning. A deductive approach may be used. Here, the teacher explains to learners the worth of writing tanka. Also, an inductive procedure may be stressed. The teacher then asks questions and learners respond with reasons for writing tanka. Sometimes, teachers use extrinsic rewards to encourage student learning. With extrinsic rewards, prizes are announced to learners prior to engaging in writing tanka. Students realize what to achieve to be successful in

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writing.

After purpose has been established, students should be eager to write. Content for writing should come from the student, himself/herself. The teacher encourages, motivates, and stimulates. The following may be sources for students to secure ideas;

1.pictures, slides, and filmstrips.

2.video-tapes, films, and single-concept film loops.

3.Tapes, records, and discussions.

4.objects, models, and realia.

5.talks, reports, and dramatizations

.Meaningful Experiences

Students need to experience that which is understood and comprehended. Rote learning and memorization do not harmonize with creative endeavors. Learners must make sense from what is being studied. For example, if students are studying the writing of tall tales, they must realize what encompasses this type of creative writing from other kinds of prose. Reading of PAUL BUNYAN as well as PECOS BILL stories should guide learners to understand the concept of tall tales. Non-examples should also be studied. Students then may generalize on the following traits of tall tales;

1. a superhuman being is necessary.

2.an extremely difficult situation occurs.

3.a supernatural solution to the problem is needed.

4.a solution is found to the problem.

Students should now be ready for writing a tall tale. If readiness was still lacking, diagnosis needs emphasizing. Diagnosis may reveal that

1..background content was lacking.

2.confusion on what a tall tale pertains to.

3.motivation is minimal.

4. purpose for writing needs stressing.

5.interest needs encouraging.

Interest in Writing

To develop interest in writing, the teacher must use procedures in teaching which cause students to attend and establish set. The learner and the curriculum must become one and not separate entities. Thus, the student achieves a desire to write. How can this be done?

1.students may brainstorm a superhuman person by viewing an illustration showing a person at work .

2.a filmstrip indicating a job to be done may be described by students as something that is impossible to do.

3.learners might tell about a task, in reality or creatively, that seemed impossible to complete.

4.students can explore how in supernatural ways the task in item #3 above was completed.

Stimulating discussions can aid students to develop, achieve, and maintain interest in learning. The writing activity, in sequence, follows. Focus must be upon content and ideas, not the mechanics of writing. Mechanics of writing can be stressed in proofing . Learners may also assist each other in correcting misspelled words, improper sequence of written subject matter, illegible handwriting, inappropriate paragraphs, and/or punctuation. If word processors are used, then spelling errors and illegible handwriting may not present problems.

Providing for Individual Differences

Each student differs from others in many ways including interests, purposes, achievement, and capacity. Further differences include the entire dimension of creativity. Students possess different amounts of the trait of creativity.Thus, some learners are more creative than others. The concept of creativity will function differently than time on task for mathematics, for example. Mathematics is precise and exact ; creative endeavors are open-ended and flexible. Creativity emphasizes the novel, the unique, and the original. Time on task may not work too well in creative tasks. To be creative takes perseverance in working in an open-ended activity. The creative being is playful with ideas and cannot reveal immediately results in measurable terms. Nor, is there agreement, by any means, of what represents a creative product or process. Thus, each step along the way of a creative endeavor does not represent that which can be tested and represented numerically in terms of what has been acquired. Within the learner, feelings, ideas, and content exist . That which is within must come to the surface . Encouragement and assistance need to be given to the student to become a creative being

Opposite of creativity reveals the following;

1.rote learning and memorization.

2.copying and desiring exact ways of doing things.

3.lectures and directions.

4.duplicating and replicating.

5.patterns and tracing.

Each student needs adequate provision to develop feelings of creativity and creative behavior.

Writing Poetry

The student may write poetry in the following situations:

1.within a unit of study.

2.as a spare time activity.

3.in a lesson being taught.

4.as a homework assignment.

5.before the school day begins.

6.in a poetry club.

7.correlated with other curriculum areas.

Students need ample opportunities to write poetry, a highly creative endeavor. Background information must be developed within students prior to writing poems. Students need to possess readiness for writing.

A variety of kinds of poems may be written. These include

1.haiku with its 5-7-5 number of syllables for each of three lines, respectively.

2.tanka with its 5-7-5-7-7 number of syllables for each of five lines of poetry, respectively.

3.couplets with its two lines of rhymed verse.

4.triplets with its three lines of rhyme.

5.limericks with lines one, two, and five rhyming, as well as lines three and four rhyming.

6.quatrains with all four lines rhyming.

7.free verse with no needed rhyme nor syllabication.

8.diamante with its diamond shaped poem.

Poetry read and written by learners should be enjoyed. Too frequently students are asked to memorize poetry. This may destroy interest in

poetry reading and writing. The writer has known, however, adults who were asked to memorize much poetry in the public school years. These adults seemingly prized the opportunity to do so and are now able to recite many poems orally. They show interest and enthusiasm in reciting classical poems. It seems that all learning is individualized and personal. If pupils desire to memorize selected poems , they need encouragement and assistance. Each student should have opportunities to collect and share poetry which is of personal interest. Students must have chances to study poems written by minority writers and poetry about diverse minority groups. A quality multi-cultural educational program must be in the offing. Learners need to read poems written by men as well as women poets. Poetry should include imagery (metaphors and similes), alliteration, and onomatopoeia. Poems read and written may deal with a variety of topics. The topics include animals, people, nature, machines, farming, biographies, and auto-biographies.

In Summary

Creativity should stress writing across the curriculum. Students may read and write both prose and poetry. Writing tall tales is an example of prose . Poetry can contain a selected number of syllables, rhyme, and / or relate to free verse which is very open-ended. Purpose needs to be in the offing for creative writing. Thus, students need to have reasons for writing. Learning opportunities provided must stimulate creative writing. Individual differences need adequate provision. Diverse schedules should be emphasized to encourage creative writing in its numerous manifestations. Rural school pupils need to attain optimally in the writing curriculum.